



School Prospectus 2011/2012



**Colegate Community Primary School
Gateshead Council**

School Prospectus 2011/2012

**Colegate Community Primary School,
Colegate West,
Leam Lane Estate,
Gateshead. NE10 9AH**

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Head Teacher

Mr M. Younger

Deputy Head Teacher

Mr M. A. Fryer

Chairman of Governors

Cllr. D. Napier

The school is a non-selective community primary school for children between the ages of three and 11 years.

Number on Roll: 269 full-time places.

52 part-time places for Nursery age children.

Colegate Community Primary School

Our Goal :

To value and develop all children in our care.

Our Aims :

- ◆ To value each child and give them competence, self-confidence and high self esteem.
- ◆ To create a safe, lively and stimulating learning environment.
- ◆ To create a caring, secure school where everyone feels a sense of worth.
- ◆ To create a high standard of learning experience for all children, providing access to the National Curriculum and R.E.
- ◆ To help children understand and respect our world and all its peoples.
- ◆ To develop a care for the environment and the creatures that live in it.
- ◆ To work with parents as partners.
- ◆ To develop a positive place for the school in the community.
- ◆ To create a 'feel good' factor, so that each individual feels good about themselves and our school.

INTRODUCTION

Colegate Community Primary School is a co-educational Primary School catering for pupils from the ages of 3 to 11 years. The School has a 52 place purpose built nursery, offering 15 hours of Nursery provision to pupils. The main school is made up of two buildings, East Block and West Block which house the older and younger children respectively. Adjacent to each building there are two yards and the school also has the advantage of a large on-site playing field.

Colegate is a popular and well respected school in the area and is one of the larger primary schools in Gateshead L.A. The school catchment area serves the western part of Leam Lane.

The school was inspected by Ofsted in October 2007 and inspectors described Colegate as a good school with some outstanding features. Teaching was seen to be good and as a result pupils achieve well. The School's work with pupils with Special Needs was described as good as was the quality of the curriculum and staff commitment to raising achievement.

Ofsted noted that *"pupils respond well to the good teaching and the warm relationships at all levels"* and felt that *"there is a buzz within the school"*.

The school received a School Improvement Award in July 2001 and a Basic Skills Award in 2002 and 2006. In 2008 the school renewed its International School Award and a Silver Artsmark in 2007 as well as Sportsmark for the work done in promoting physical education. The school has achieved Healthy School status again in 2009. These are all examples of the way in which the school helps pupils to succeed in their personal and academic development. Colegate School aims to constantly improve in all areas of its work and we are always happy to share our School Development Plan with parents or interested parties.

Admission to Colegate Primary School.

The school has adopted the admissions policy agreed by Gateshead Council and a copy is available through the school office or on the Gateshead Council Website.

Access for the Physically Disabled.

The school welcomes applications from pupils with physical disabilities and is committed to the L.E.A. policy of inclusion for all. Colegate Community Primary School has many good facilities for physically disabled pupils and is pleased to include these pupils in our school.

Ramps have been made in the yards to ensure wheelchair access and the school has a toilet for the disabled and chair lifts on internal steps. There is a hearing aid loop in the Reception area for those who are hard of hearing and we provide 2 disabled parking bays. One is adjacent to the Main Entrance of the school and the other is beside West Block on the main car park.

The Local Authority has made a commitment that wherever possible, children with physical disabilities will be educated in their local primary school. If shown to be necessary, and is practicable and reasonable to do, then minor adaptations to the building will be considered by the school and the Local Authority to enable a child to attend their local school.

In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary in order to ensure that adequate provision is made.

Please contact the Head Teacher if you wish to view a copy of the school's Accessibility Plan.

SCHOOL STAFF

HEAD TEACHER Mr M Younger
DEPUTY HEAD Mr M. Fryer

SCHOOL MANAGEMENT TEAM

Mr Younger, Mr Fryer

Mrs Rudowski, Miss Raczynski, Mrs Moir, Miss Richardson, Miss Hood.

TEACHING STAFF and their responsibilities

Teaching Staff	Deputy Head, ICT Manager, Staff Development Officer, Parental Liaison, Leading Behaviour
Mr M Fryer	Teacher (SLT)
Mrs V Moir	Early Years Co-ordinator, SENCO, Senior Leadership Team (SLT)
Mrs V Rutherford	Science Co-ordinator and Student Teacher Mentor
Mrs K Lisle	Creative Curriculum & International Education
Mrs J Hoyle	History Co-ordinator
Mrs S Lowes	Design Technology Co-ordinator
Mrs E Rudowski	Assessment Co-ordinator, Literacy Co-ordinator, SLT
Miss M Raczynski	Maths Co-ordinator, Gifted & Talented Co-ordinator, SLT
Miss C Richardson	Sport & Physical Education / PSHE Coordinator SLT
Mr A Parker	Geography Co-ordinator, School Council
Mrs L Chapman	Music & Creativity in the Curriculum Co-ordinator
Mr P Winsper	Pupil Wellbeing
Mis C Cleugh	Art Coordinator

Administrative Officer: Miss V. Hood

Administrative Assistant: Mrs D McDonald

Site Manager: Mr P. Grant

Teaching Assistants:

Mrs S. Turnbull	Mrs N. Hall (Special Needs)
Mrs C. Nicklin	Mrs. P. Heywood (Nursery Nurse)
Mrs C. Watson	
Mrs V. Williams	
Mrs L. Gilmore	

Lunchtime Supervisors:

Mrs C Watson	Mrs S Smith
Mrs E Hodgson	Mrs L Foster
Mrs V Williams	Mrs J Howell
Mrs A Gray	Mrs. M. Foster

SCHOOL ATTENDANCE

The attendance figure to 13th July 2009 is 90%. Unauthorised absences amounted to 43%, this figure representing a drive in school to reduce holiday taken in term time and unnecessary absence.

We ask parents to endeavour to make appointments to visit the dentist, doctor or hospital after school hours or in the holidays so that your child does not need to miss school. A letter should be sent to school or a telephone message given to inform the school of the reasons for any absence **on the first morning** of that absence.

Holiday forms must be filled in before permission is sought for holidays in term time. We ask parents to avoid this as far as possible but particularly at the time of Standard Assessment Tests in May. If taking holiday in term time results in an attendance figure that is below 90% for any child, the absence will be treated as unauthorised.

Parents are asked to encourage children to be punctual and arrive at school at least 5 minutes before the start of lessons, 8.55am.

Please note that parent's cars cannot be allowed on the school premises for safety reasons and parking outside the school must be made away from the school entrances. The school entrances are very busy places and we must ensure complete safety for our children at all times. We ask for your co-operation in this matter for the sake of your children.

MEDICAL INFORMATION

Children who are ill at school will be sent home. **It is important that the school has current contact numbers where parents can be reached.** Any requirements for pupils to be given medication should be **notified in writing** to the class teacher and the relevant permission form completed. It is most important that parents inform school of any medical condition that they consider may affect their child's schooling in any way. Please include such information on the **Parent Information Sheet** which you are asked to complete and return to school and advise school later of any subsequent changes of address, telephone numbers or developments with regard to health.

SWIMMING

We have swimming lessons for pupils in Years 3 to 6 during the course of the year. For this children need their own towel, swimming equipment and a hair comb. We are grateful for parental help in accompanying pupils to the pool each week.

LUNCH TIME ARRANGEMENTS

New Reception Class children are urged to stay at school over the lunch break and have a hot meal rather than a packed lunch. A two course meal is provided each day. The social training of eating together at lunch time is an important aspect of the lunch break.

Dinner money is collected **for the whole week on Monday morning** by school administrative staff. This should be sent to school in a sealed envelope marked with your child's name, class and the amount enclosed. **The school has no facility for credit** so meals must be paid for each week. **The school expects one week notice if a child is to change their preferred meal from packed lunch to dinner or vice versa.**

If you consider your child may qualify for Free School Meals, please contact the Civic Centre, Gateshead, Telephone 0191 4333729.

All children may choose to bring a packed lunch and bring a drink at lunch time in a non breakable container. Free fruit is available for younger children.

SCHOOL ORGANISATION.

The school has a one and a half form entry and classes are of mixed ability and some are mixed age. Pupils are taught in ability sets for Mathematics in some areas of the school. This helps to enable pupils to make progress appropriate to their ability.

Class sizes (the second figure denotes the room number for the class)

Nursery	38
R.1	30
1.2	27
1/2.5	23
2.4	27
SLC.3	8
3.12	25
3/4.9	25
4.8	25
5.13	20
5/6.11	21
6.10	29
<u>SLC.14</u>	<u>8</u>
Total pupils:	306

Early Years

Early Years Foundation Stage Unit

Colegate Nursery is available for children in both the morning and the afternoon. (52 part-time places)

The Nursery and reception Classroom have been refurbished in 2009. The environment is attractively and fully resourced and set out to cater for all aspects of play and the Early Years Foundation Stage Curriculum. Children learn through play which is planned, supported and directed by a Nursery teacher, a Reception Class Teacher, a qualified teaching assistant and an NNEB nursery nurse.

The curriculum for both Nursery and Reception aged children is called the Early Years Foundation Stage (EYFS). The over arching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making positive contribution and achieving economic well being. The principles that guide the work of all staff in our setting are grouped into four themes.

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

These principles underpin the work that staff undertake with children each day. The early learning goals establish expectations for most children to reach by the end of the EYFS.

The main aims of these learning goals are as follows:-

Personal and Social Development

Helping children to develop confidence, self respect and establish effective relationships with adults and other children. The children are encouraged to work with others and have respect for others; to share and take turns; to take care of living things and behave well.

Communication, Language and Literacy

Children listen and talk to each other and to adults and in doing so their language skills become more competent. They listen and respond to stories, share books, learn nursery rhymes and enjoy role play activities. Early reading skills are taught and books are taken home to share with parents.

Problem Solving, Reasoning and Numeracy

Children are taught number rhymes, counting games and activities to help develop mathematical concepts. Through the use of sand, water, counting games, sorting and matching they develop understanding as well as lots of mathematical language. They are able to solve simple problems.

Knowledge and Understanding of the World

Children are encouraged to explore, investigate, talk about and visit, under supervision, the wider school grounds and neighbourhood. They are encouraged to ask questions and find answers. They record their findings and represent what they see in simple technology.

Physical Development

Outdoor play and physical exercise in the school hall are an important part of each school session. Large and small equipment is available and enjoyed each day teaching children to move with confidence, imagination control and coordination and in safety. Small fingers learn control playing with construction toys, playdoh and many other appropriate materials.

Creative Development

Through art work, music, dance, stories and role play the children are encouraged to be imaginative and responsive to creative activities. They have the use of instruments, tools and materials to help them to express their own ideas and to respond to what they see, hear, smell, touch and feel in a variety of ways.

Assessment

Children are assessed by the staff in Nursery and Reception in consultation with parents and what children can do is recorded in the Foundation Stage Profile. This is based on ongoing observations of what children can do and is a summary of each child's development and learning achievements at the end of the EYFS. Parents are informed about their children's progress at regular meetings for parents. This becomes the basis of planning for progress. Any concerns are shared with parents and any Special Needs are taken into account in planning the children's activities.

The nursery shares the school's Special Needs, Equal Opportunity and Health and Safety policies which are available for parents to see.

Parents are encouraged to help children develop by volunteering time to spend working with children in the nursery. Working with parents as partners is seen as the way forward for our children.

SCHOOL SESSIONS

NURSERY HOURS

Morning Session	8.45 a.m. - 11:45 a.m.
Afternoon Session	12:30 p.m. - 3:30 p.m.

MAIN SCHOOL HOURS

Morning Session	8:55 a.m. - 12:00 Noon (Reception Class & Year 1 and 2) 8:55 a.m. - 12:15 (Years 3, 4, 5 and 6)
Afternoon Session	1:10 p.m. - 3:15 p.m. (Reception, Year 1 and 2) 1:00 - 3:15 p.m. (Years 3, 4, 5 and 6)

Our security system prevents access after 9:00 a.m. Late comers or visitors must seek access by the Reception at the Main Entrance to East Block.

THE SCHOOL CURRICULUM

The curriculum is composed of the National Curriculum and R.E. but we also place a high value on children's social, moral, spiritual and cultural development to prepare them for the opportunities, responsibilities and experiences of adult life. We ensure that we provide both breadth and balance in the range of activities offered. We aim to make the curriculum as creative as possible. Children are taught as a whole class or in large and small groups or individually if it is appropriate to the task.

The National Curriculum is made up of three core subjects, (Maths, English and Science) which forms the basis of much of the children's work, and seven Foundation subjects (Design Technology, Geography, History, Music, Art and P.E., Modern Foreign Languages). We also teach the SEAL curriculum (Social, Emotional Aspects of Learning) throughout the school.

In Years 1 to 6 the National Curriculum and R.E. is carefully planned for. The school recognises the importance of children acquiring basic skills in English and Maths and the school teaches the National Literacy and National Numeracy Strategies each day. Our planning also recognises the importance of a broad balanced curriculum however and therefore other subjects are timetabled for each week.

Foundation Stage

This begins when children enter the nursery at three and continues through the Reception Class.

Key Stage 1

Officially this begins in Year One, but in fact the children begin preparatory work when it is felt they are ready in the Nursery and Reception. In Year 2 the children are assessed by teachers and by using the Standard Assessment Tasks. The results are reported to parents at the end of the Summer Term.

Key Stage 2

This begins in Year Three and continues until Year 6 when the children are tested and the results reported to the government and parents. The school also uses Optional SATs and other tests to assess pupils' progress and to set targets for improvement. These tests supplement ongoing Teacher Assessment which is very accurate for measuring pupil progress.

CORE SUBJECTS

ENGLISH

The school follows the framework for the Primary Strategy. A Literacy lesson is held for every class each day and skills in Literacy are given careful attention in all aspects of the curriculum.

In English, a progression in reading starts with looking and listening, through shared reading and recognition of key words to lower and higher order reading skills. Reading is taught through a balanced approach teaching phonic skills as well as encouraging enjoyment of real books. Phonics work centres around the 'Letters & Sounds' scheme. The work in written language develops from listening to and retelling stories, shared and independent writing through to redrafting and editing of work. The children are encouraged to read different kinds of texts for information and pleasure, and to critically evaluate books for themselves and other readers. Handwriting is taught from emergent writing to printed and then joined script using a Cursive Writing scheme.

MATHEMATICS

The school follows the framework for the Primary Strategy, teaching a dedicated hour of maths each day. Classes in Key Stage 2 are sometimes set for maths. Our youngest children are encouraged to learn mathematics through counting rhymes games and practical activities. The children progress to work with number calculations, mental recall, use of 2D and 3D shapes, weighing and measuring activities. They also handle data in various forms, store and access information from the computer and print it out as charts, graphs and tables.

SCIENCE

Children study the world around them through an investigative approach; studying life processes and living things, physical processes, conservation and the Earth and its position in space. The children are taught about all forms of life and processes and are made aware of conservation issues.

INFORMATION AND COMMUNICATION TECHNOLOGY

The school aims to develop those skills which are so essential to the modern world of work. Children are able to experience the use of a comprehensive range of technology. Each class has the use of computers, and a computer suite is timetabled for each class to use for ICT work. Classrooms all have Interactive Whiteboards which enhance teaching and learning. The school is connected to the Internet and is rapidly developing its work in I.C.T. The school also has links with the City Learning Centres, at Heworth and The Riverside, through which the children can access more specialised ICT equipment and experiences.

FOUNDATION SUBJECTS

The school aims to teach these subjects either discretely or through cross-curricular topic work.

DESIGN & TECHNOLOGY

Children are able to experience the use of a comprehensive range of technology kits as well as model making materials. Food technology, designing and making, using a range of materials from clay to wood and textiles are used and children are encouraged to evaluate their work and build on skills learned.

HISTORY and GEOGRAPHY

These are taught as separate subjects and as part of cross curricular topic work. Geographical enquiry focuses on an understanding of the school environment and neighbourhood initially and spreads out to look at wider aspects of the area and contrasting localities. Studies in map work, and wider world issues are developed in Key Stage 2.

In History the school again starts with the child's own experiences to help children understand and have enthusiasm for the past. The children look at homes in the past, study the lives of famous people and at Key Stage 2 are taught about Local History and Victorian Britain as well as the historical culture of other countries such as the Ancient Greeks, Romans and Aztecs.

MUSIC, ART and P.E.

These creative arts subjects are regarded as essential to the education of our pupils providing them with skills and enthusiasm that spill into all aspects of school life and cross curricular work.

The school benefits from extra support teaching in Music provided by the Local Authority and also from partnership work with Heworth Grange Comprehensive School. The school puts on a performance every summer to allow our older pupils to perform for an audience of staff and parents.

P.E. is timetabled with each class having a minimum of 2 hours per week.

In P.E. children are taught a balanced programme throughout the year in games, gymnastics, athletics and dance. Years 3, 4, 5 and 6 enjoy football, netball and swimming lessons at Felling Baths. Our excellent outdoor facilities are extensively used. In addition the school has enjoyed coaching in short tennis, basketball, rugby and cricket from visiting experts. The school has an Active Mark Sports Award.

RELIGIOUS EDUCATION

The School's programme of study is based on the Gateshead Agreed Syllabus for Religious Education which is broadly Christian and is available for parents to examine. **Parents may withdraw their children from the Collective Worship in part or in whole and/or from Religious Education. Parents are asked to first inform the Headteacher if they wish to make such arrangements.**

HEALTH EDUCATION

The school sees it is as important that children are taught Personal & Social Education, Citizenship, Drugs Education and Health Education. Colegate has now received eight Healthy School Awards and is currently a 'Healthy school'.

SEX EDUCATION

This work is planned as part of Health Education and our aim is to prepare children for the opportunities, responsibilities and experiences of adult life. Sex education is taught in a developmental framework emphasising the importance of developing self esteem and good relationships. We see it as important to work with parents as partners in this as in all aspects of our children's education. **Parents have the right to withdraw pupils from all or part of the sex education programme and are informed when the school nurse comes in to talk about puberty issues with Year 6.**

Learning about our bodies is perhaps best done in the loving security of home though children will naturally encounter the subject of growth and development in some aspects of their topic work. We are happy to share the programme of work with parents at any time.

MODERN FOREIGN LANGUAGE

Pupils are introduced to the French language in all classes. This is taught by a specialist language teacher throughout the school.

TEACHING TIME

Age 5 to 7	21 hrs	20 mins
Age 8 to 11	23 hrs	25 mins

PUPIL'S PROGRESS & ASSESSMENT

All teachers constantly assess pupils progress and keep records so that they can plan their approach to meet children's needs. Parents are invited in to discuss their children's work each term and reports are sent home in the Summer term. Children are assessed on entry into school using the statutory Foundation Stage Profile. Parents are asked to share any individual concerns or information with school if they feel it can explain or help us to understand difficulties. Teachers set school, curriculum and pupil targets which are challenging and which help us to focus on and plan for improvement. Class targets are set and the progress of each child is monitored each half-term. Extra help is given to children who it is felt will benefit from support from Teaching Assistants in smaller groups. The teaching Assistants support pupils with Statements of Special Need and others.

HOMEWORK

The school has a Homework policy which is shared with parents and which we hope will help to improve pupil's attainment. **We ask all parents to be involved with helping their children to progress.**

We like to involve parents in their children's reading development as much as possible as this is proven to help pupils progress at a faster rate. Children are encouraged to take books home to read in a "home reading bag" containing a story book and shared record book for parents, teachers and later, children's comments.

SPECIAL NEEDS

Children having learning difficulties are assessed to diagnose specific areas of weakness. Work is differentiated to the needs of children and individual programmes of work may need to be established or help and advice sought from the Authority's Educational Psychologist or Behaviour Support Service. Parents are informed if their child is experiencing problems. Additional classroom support is also given to pupils who need extra help by our Special Needs Teaching Assistant (either as classroom support or short periods when a small group is withdrawn for special help) and the work is carefully planned to ensure steady progress. We also deploy Teaching Assistants to support pupils with learning difficulties. The school adheres to the Code of Practice for Special Needs and opportunities are given for parents to consult with the Special Needs Coordinator. When children need to be placed on the register for Special Needs, parents will be informed.

The school has adopted the Code of Practice for Special Needs. Special Needs is led by Mrs Moir.

There are also 2 specialist language units attached to Colegate Primary School. They presently cater for up to 16 children (from reception to year 6) who have a statement of special educational need or have some degree of special educational need. Each child has a yearly review of their progress and placement. Progress is measured using a variety of assessment levels. The children have the support of a teacher and 2 special needs nursery nurses / classroom assistants.

All children integrate with their mainstream class to promote inclusion. All children attend daily assembly, play/dinnertimes and take part in whole school events.

The units will no longer be attached to the school from September 2011.

SCHOOL RULES

We prefer to have an atmosphere of co-operation and so school rules are kept to a minimum.

The following rules help children to stay safe and prevent anxiety:

- Children must use the footpaths to enter and leave school, and walk in the school building.
- Sweets and toys should not be brought into school.
- Knives or sharp instruments must not be brought into school.
- Children should not bring money into school. "School Monies" will be looked after by the class teacher, if asked, otherwise we cannot take responsibility for cash.
- Children's property should be clearly marked with the child's full name (especially sweatshirts as they all look alike). While we will endeavour to locate misplaced property we cannot be held responsible for it.
- Jewellery can be dangerous in the playground and should not be worn. Only stud earrings may be worn; which must be removed for PE.
- Mobile phones are not allowed and should be left at the school office if it is necessary for a child to bring one to school.

BEHAVIOUR

The good behaviour of pupils in and around the school is a notable feature of Colegate School. The school actively seeks to teach children good social behaviour and increased self esteem through a system of merit awards.

Misbehaviour is usually dealt with in various ways through the school's comprehensive Behaviour Policy, suited to the needs of the child. The policy has an emphasis on rewarding positive behaviour in a variety of ways, the culmination of which is a Golden Assembly on Monday morning of each week. If a child misbehaves they attract a rising series of 'consequences'. Children are given Behaviour Slips that tell the pupil what they need to do to improve their behaviour and have the slip destroyed. If however the child does not comply, privileges are taken away. Sanctions for negative behaviour can be the withdrawal of a liked activity or playtime, the provision of a Behaviour Tracking Sheet or by the completion of provided work. Children are aware that misbehaviour is tracked and recorded and reviewed weekly and half-termly. If the misbehaviour is persistent or getting worse, parents are invited to school to discuss the matter. We maintain a policy of keeping parents informed if their child's behaviour changes and we hope that by working together we can resolve any problems.

PASTORAL CARE

Children cannot learn unless they feel secure and have good self esteem. We encourage children to always tell an adult in school if they are made unhappy in any way. Year 6 children act as monitors and befriend younger children and teaching and non teaching staff work closely as a team to ensure that children feel safe and secure.

The school has a Child Protection Policy which is regularly monitored. The designated person for Child Protection is the Head Teacher. The designated person for Looked After Pupils is the Deputy Head Teacher.

PARENTAL HELP AND LIAISON

We welcome assistance from parents in classrooms and are grateful for the help given by many parents on educational visits. Please do not hesitate to volunteer your services. It is necessary to have police clearance and two references for this work and parents who help in school may collect these forms from the school office.

SCHOOL CLOTHING

The school is proud of its identity and we encourage the wearing of an inexpensive uniform which removes from parents the problem of what the children are to wear each day. It also sets the tone for the ethos and the high standards of the school.

The basic uniform consists of:

- A green polo shirt
- A school sweat shirt or red sweat shirt
- Black or grey tailored trousers for boys or girls
- Grey skirt or pinafore dress for girls
- White or grey socks

SWEATSHIRTS, POLO SHIRTS, FLEECE JACKETS, T-SHIRTS AND SHORTS MAY BE PURCHASED BY ORDER FORM FROM THE SCHOOL OFFICE. These have the school Logo on them.

Summer alternatives:

- School Polo-shirt (Green)
- Grey or Black Shorts
- Summer dress in school colours

We ask parents NOT to send children to school in jeans, gaudy T-shirts or track suits.

Children are also expected to change for PE

Children require Shorts and a T-shirt (available from school) and suitable footwear such as sandshoes or trainers before they can take part in these activities. Footwear that is suitable is especially important to avoid accidents. A named bag for PE clothes is also required.

Lost Property - Please label all clothes to avoid their loss. Two lost property bins are available in both school blocks.

Children are required to remove all jewellery including earrings for PE (including swimming) for safety reasons.

SPORTING AIMS AND PROVISION FOR SPORT

The school regards sport to be a valuable part of children's education and the school has a long history of sporting excellence. The school was delighted to renew its national 'Activemark' Award in 2009 for its work in Sport.

Our aims are:

- to promote enjoyment and fitness through sport
- to teach a variety of games skills

- to put skills into games situations
- to foster a healthy competitive attitude
- to promote school and inter-school competitions
- to increase staff's skills and knowledge
- to allow for 2 hours of PE teaching time each week
- to cover all areas of PE as set out in the National Curriculum

Facilities

- A large playing field and grassed areas
- Two large halls with excellent floors

Achievements

- Some staff have taken "Top play" and "Top Sport" qualifications
- Major games are taught in Years 4, 5 and 6
- 2 soccer teams play competitive games
- "A" team enters County Competitions
- Multi skills - Colegate School has won this competition with other local schools.

EXTRA CURRICULAR ACTIVITIES

The school also provides a range of extra curricular clubs. These run in blocks of time and include football, netball, rugby, cricket, hockey, French, computer studies, cookery, creative crafts, karate and PE activities such as gymnastics, cheerleading and keep-fit.

The school runs a breakfast club each morning when children can purchase breakfast from 8.00am onwards. Children are cared for by a supervisor.

Details of these child care facilities can be obtained from school.

CHARGING POLICY

Activities that take place in school time and form part of the education of the children are not charged for but parents may be requested to pay a contribution towards the cost of the following activities:

- ❖ Outings to places of educational interest which may be arranged for a child
- ❖ Certain extra-curricular club activities which are held outside of normal school hours

If contributions are insufficient trips may have to be cancelled. All classes go on short (a half or full day) visits, and the children may be offered the opportunity to go on a residential study holiday.

These school visits always have a strong educational theme either as introductory work on a topic planned as part of the curriculum or to extend the work done in class.

Visits are important in making work come alive and provide the children with hands-on experience that is rarely forgotten.

FUND RAISING

Parents play an essential role in helping the school to raise funds that are used sometimes to subsidise school visits or to provide the school with items that the school budget cannot afford, e.g. extra computers, audio equipment, books and some trips. Raffles are held and photographs sold annually. Recent fund raising events have included sponsored events and Christmas Fayre. We are always happy to see new faces supporting our efforts and providing help for these essential and enjoyable activities. We are also proud to raise funds for charities and have raised generous amounts for 'Jeans for Genes', NSPCC and other children's and animal charities.

COMPLAINTS PROCEDURE

We would hope that any complaints can be handled informally by the Head Teacher or a member of the Management Team. Parents can telephone or visit the school at any time with any concerns. It may be necessary to make an appointment if the concern cannot be dealt with immediately. Parents should never feel that any concern is too small to be shared with the school and an early identification of a problem usually helps to clear it up.

The LEA does have an agreed complaints procedure which is that any complaint should first be taken up with either:

- 1) The Head Teacher of the school, or the Deputy, who will do their utmost to deal with the problem.
- 2) Should parents feel the need to take any matter further then they should contact the Chair of Governors and through him the governing body. The Head Teacher will guide parents through the procedure.

Copies of the Grievance Procedure may be seen in the General Information Booklet or acquired from the school's General Office or the Civic Centre, Regent Street, Gateshead.

We hope you have no complaints but stress that we encourage parents to discuss any problems they have at the earliest possible stage.

OTHER CURRICULUM INFORMATION

The following documents are available upon request for viewing at the school:

- ◆ Statutory Instruments, circulars and administrative memoranda relating to the 'Curriculum' section of the Education Reform Act.
- ◆ Ofsted Reports on the school.
- ◆ Schemes of work and syllabuses currently in use.
- ◆ A full copy of curriculum procedures.
- ◆ The LEA's agreed syllabus for R.E.

CONCLUSION

We hope this prospectus provides parents with all the information they need initially, to get to know how our school is run. Should you wish to visit the school and look around, to make sure that time is available, please make an appointment with the school secretary by a visit or telephone: 0191 4206626 **In the interests of security please note that all visitors should report to Reception in East Block.**

HOLIDAY DATES

GATESHEAD METROPOLITAN BOROUGH COUNCIL
LEARNING AND CULTURE
SCHOOL TERM DATES 2010/2011

	From	To	Half Term Hols
Autumn Term	Tuesday 7 September 2010	Friday 17 December 2010	25 - 29 October 2010
Spring Term	Monday 5 January 2011	Friday 15 April 2011	21-25 February 2011
Summer Term	Tuesday 3 May 2011	Friday 22 July 2011	30 May to 3 June 2011

All dates are inclusive.

In addition, to the above dates, schools will be closed to pupils on Monday 3 May 2010 (May Day Bank Holiday)

Two days within the above terms are to be used for in-service training activities. These dates to be determined and agreed by individual school governing bodies.

In addition, one occasional day within the Summer Term 2010 is to be utilised for the purpose of closure in the event of Government elections. This day to be used near the end of the summer term.

COMPARATIVE REPORT

Due to the boycott of the SAT's in 2010 there is no Comparative Data to report. However the school did undertake our own testing using SAT materials from previous years and had the results from these tests moderated with local schools. The results showed 'good' progress for pupils leaving Key Stage 2 when compared with National Data from previous years.